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ABSTRACT

The ratio of journalism students choosing advertising to those choosing a news-editorial emphasis has risen dramatically in the 1980s. To determine whether students are rejecting the news-editorial curriculum based on their beliefs that occupations in this field offer low salaries, poor working conditions, and less creative opportunity than advertising, public relations, or broadcast journalism, 950 beginning journalism students at five universities were surveyed both about the curricula they selected and why and about the majors they were least likely to have chosen and why. On the 790 usable surveys that were returned, advertising was named as the most popular sequence (35.5%), while news-ed was selected by only 18.8%. Nearly 45% of the students indicated that they were unlikely to have chosen news-ed as a major, and only the low number of news-editorial students who said they were unlikely to have chosen news-ed as a major kept the totals from being even higher. Responses from students who said they were least likely to have selected news-editorial sequences indicated that low salaries and lack of opportunities to use creativity were the major reasons. Other frequently cited reasons were poor working conditions and poor advancement opportunities. The survey instrument and six data tables are appended. (AEW)

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What's Wrong With News-Editorial (Print) Journalism? Students Reject It As a Curriculum or Career Path And State Their Reasons

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I. INTRODUCTION

Wherever journalism educators gather, they share concerns or complain to one another about the same things. Declining language skills among students is a favorite. Learning and teaching with new technology is another. But many express a particular concern about growing student rejection of news-editorial studies and career choices based on what may be students' inaccurate or unrealistic perceptions of what the journalistic professions actually offer.

How many students choose public relations because they "like to work with people?" -- while journalism educators think, "What do they think news reporters work with, chimpanzees?" How often have students selected advertising because they believe that field allows its practitioners to be creative -- as if news, broadcast journalism or public relations do not? Do students make career choices and select their majors -- and sequences or tracks within their majors -- based on limited knowledge and faulty perceptions of the job market and what the professions offer? If so, what are the implications for journalism education and the news professions, particularly newspapers?

The ratio of journalism students choosing advertising to those choosing a news-editorial emphasis has climbed steadily since 1974 and has risen dramatically in the 1980s (See Figure 1.[1]), yet professionals and educators report that advertising

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1 Based on surveys conducted by Paul V. Peterson, which appear annually in Journalism Educator.

offers fewer jobs than are found in news-editorial print fields, particularly at the entry level.

Why do students choose the curriculum sequences or tracks they do? What are their reasons for rejecting the news-editorial or print journalism path? Are their perceptions of the professions accurate and realistic? Journalism educators often hear numbers of students say they reject the news-editorial career path based on their perceptions of its low salaries and undesirable working conditions -- particularly long hours and weekends -- and on what they believe are its restrictions on creative expression.

II. PREVIOUS STUDIES

Students' negative perceptions about journalism jobs are not a new development. As early as 1957 Weigle concluded that high school students were choosing careers outside journalism because other professions offered more glamour, money and job security. He found that students also thought taking a journalism job meant bad working hours, too much pressure and limited job opportunities.[2] Lubell and Penn concluded much the same thing in their 1959 studies. They also found that the positive reasons students chose journalism had little to do with money or working conditions. Students selected journalism because it offered a chance to write, meet people, keep abreast of current events and be creative. Students in the Lubell study rated the journalism

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2 Clifford E. Weigle. "Influence of High School Journalism on Choice of Career." Journalism Quarterly. 34:39-45 (Winter 1957).

profession eighth behind doctor, lawyer, engineer, scientist, minister, businessman and teacher.[3]

By 1972 enrollments in journalism schools were on the increase, up 85 percent since 1962. In 1974 Bowers suggested that the journalism major was now attracting a new sort of student, one who would use his education for a career outside traditional journalism occupations. He was unable to substantiate his claim because he lacked data from previous years. In his study of University of North Carolina students, Bowers also found that even of the students who planned to enter newspaper work after graduating, many planned to leave the profession in five years' time. Fifty-five percent of the journalism majors planned to take newspaper jobs, but only 30 percent planned to stay in newspapers for at least five years.[4] Bowers suggested many of these students would also take jobs outside journalism's traditional occupations.

In a 1977 study of journalism majors at the University of Kansas, Brinkman and Jugenheimer found that exposure to journalism in high school was the reason most often given by students asked why they had initially considered the field.5

Other reasons mentioned most frequently included career or job opportunities, exposure to college journalism courses,

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3 Samuel Lubell. "High School Attitudes Toward Journalism as a Career." Journalism Quarterly. 36:199-203 (Spring 1959).

4 Thomas A. Bowers. "Student Attitudes Toward Journalism as a Major and Career." Journalism Quarterly. 51:265-270 (Summer 1974).

5 Del Brinkman and Donald Jugenheimer. "Simple Project Tells Why Students Chose Journalism." Journalism Educator. 32:44-45 (April 1977)

influence of friends and peers, influence of parents or other elders, a liking for writing and job experience in journalism.

Brinkman and Jugenheimer also found significant differences in the reasons given by students within different sequences. For example, the greatest percentage of students who went into news-editorial said they chose that sequence because they enjoy writing, while that factor was only a minor influence for students who selected advertising. Advertising and public relations students said they selected those fields because of job opportunities available there.

Other studies suggest that students' perceptions about news-editorial jobs are not different from the actual experience of news-editorial professionals. In 1962, Samuels found that some news-editorial graduates left newspapers because of low pay and prestige, and dissatisfaction with their supervisors. Some noted poor job opportunities for the future as a reason for leaving. Weaver and Wilhoit in 1986 reported that one out of every 10 journalists would leave the field, mostly because of salaries and benefits.6

III. METHODOLOGY

We sought to answer two questions:

1. Do journalism students reject news-editorial curriculum and career path choices based on their beliefs that news-editorial occupations offer low salaries, poor working conditions and less opportunity for creative expression than is found in

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6 David H. Weaver and G. Cleveland Wilhoit. The American Journalist: A Portrait of U.S. News People and Their Work. Bloomington: Indiana University Press. 1986. p. 101

advertising, and, to a perhaps lesser extent, in public relations and broadcast journalism fields?

2. Do journalism students choose advertising, and to a perhaps lesser extent, public relations and broadcast journalism sequences and career paths because those fields offer better salaries, more desirable working conditions and greater opportunity for creative expression than news-editorial occupations do?

To explore further the reasons students select particular majors, we surveyed introductory level communications and journalism students at five universities. The five -- the University of North Carolina, Syracuse University, San Diego State University, Ohio State University and the University of Kansas -- all have programs accredited by the Accrediting Council on Education in Journalism and Mass Communication and were selected to provide a diversity of geography and size.

The survey (See Appendix 1.) was designed to examine both the positive side -- the sequences students chose to major in and why -- and the negative -- the sequence they said they were least likely to have chosen and why. In addition to looking at the most important reasons students chose (or did not choose) particular majors, we also asked students to cite the factors they believe had an influence on their choices.

A contact person at each of the universities distributed the survey to all students in an introductory-level writing course required of all majors. We chose these students because their sequence choices were probably recent and more likely to have

been based on perceptions rather than real-world professional experiences. The surveys were administered during the first two weeks of class of spring semester 1987. For example, at North Carolina, the survey was given to all students in each of the seven sections of Journalism 53, "Newswriting." Students are required to take this course either before or soon after they transfer into the journalism school, whether they major in news-editorial, advertising, public relations or broadcast journalism.

Of the 950 surveys mailed to the schools involved, 790 usable surveys were returned, resulting in a return rate of 83 percent.

To ensure the representativeness of the sample, demographic data were measured against information provided by the schools. Generally, the data reflected the schools' information to within a few percentage points. For example, Kansas reported 97 percent of its students are white, while 96.1 percent of the Kansas respondents said they are white. Of the journalism students at North Carolina, 91.3 percent are white, according to school figures, while 90.5 percent of the North Carolina respondents indicated they are white.

Some caution should be used in interpreting the results of the data. First, the five universities and the particular courses involved were selected for the survey based on information about the schools already available. Selection was not made on the basis of any random procedure. Second, the survey used simple measures that are not designed for

sophisticated statistical manipulation. We will leave that for the future.

IV. RESULTS AND DISCUSSION

The continuing growth in popularity of advertising, and to a lesser extent public relations, is demonstrated clearly even by an even cursory look at the results of the present study. Advertising was named as the sequence students have chosen or are likely to choose by 35.5 percent of the respondents, compared to only 18.8 percent who selected news-ed. Figures for the other sequences are 15.9 percent for broadcast, 11.5 percent for non-journalism broadcast (such as radio and television production), 14.6 percent for public relations, and 3.7 percent for other majors. Table 1 shows descriptive statistics for these variables.

On the reverse side, communication and journalism students may not understand their reasoning, but they know what they don't want. The news-editorial sequence was picked overwhelmingly as the area in which they were least likely to major by the bulk of students in all the other sequences -- even a few from news-ed itself! Nearly 45 percent of the students indicated they were unlikely to have chosen news-ed as a major. Only the low number of news-ed students who said they were unlikely to have chosen a news-ed major kept the totals from being even higher. Other sequences and the percentage of students who said they were least likely to major in that area include 15.4 percent in advertising,

16 percent for public relations, 21.7 percent for broadcast, and 2 percent for other sequences.

Least Likely Sequence and Main Reason for Rejecting It

Table 2 illustrates the breakdown of sequences students believe they were least likely to select (presented vertically on the left side of the table) compared with the major they in fact chose (shown across the top of the table).

Advertising and public relations students were the least likely to choose the news-editorial sequence. Conversely, the majority of news-ed students reported advertising was the area in which they were least likely to major, although public relations and broadcast followed closely. Advertising also had its detractors in broadcast news sequences.

To determine if it was their negative perceptions of jobs in the news-editorial field that persuaded students to choose advertising, we looked first at a comparison of the sequences students said they were least likely to select and what they said was their most important reason for deciding against those sequences. A crosstabulation of these results is shown in Table 3.

Clearly, there is a relationship between the sequences students said they would not select and their reasons for not doing so. The most common reason for deciding against all sequences was "Dislike of that work." Responses from students who said they were least likely to have selected news-editorial

sequences also clustered around low salaries and lack of opportunities to use creativity.

Poor job opportunities were cited by students as reasons for deciding against advertising, public relations and broadcast, while lack of creativity was cited in all of the sequences except for advertising.

To make sure the results of this tabulation were not affected by the overwhelming majority of students who selected "dislike of that work" as the main reason for deciding against a particular sequence, we discarded that response and re-analyzed the results. While the specific percentages of students giving each response changed, the relationship continued to be significant ($p=0.000$).

The major effect of discarding the most common response was that other reasons appeared more influential when its masking effect was removed. For example, poor job opportunities was cited as the most important reason for a significant number of students who decided against majoring in each of the sequences.

In addition, for students who decided against news-editorial, low salaries and lack of creativity were each cited as their most important reasons by about 20 percent of the respondents. Other frequently cited reasons were poor working conditions and poor advancement opportunities. Many students who decided against advertising also cited poor job opportunities as their most important reason.

Least Likely Sequence Controlling for Sequence Selected

An additional evaluation compared the sequences respondents were least likely to choose with their most important reasons for not doing so, controlling for the sequences respondents ultimately chose. Significant results were obtained for students who decided upon sequences in both advertising and public relations ($p=0.0025$ and $p=0.0044$, respectively).

Advertising students indicated they were least likely to select the news-ed sequence (63.2 percent), with their primary reasons being dislike of that work (64.9 percent), low salaries (6.5 percent) and lack of creativity (9.5 percent).

Broadcast students were also least likely to have selected news-ed sequences (41.2 percent), with their primary reasons being dislike of that work (51 percent), poor job opportunities (4.1 percent), low salaries (8.2 percent), poor advancement opportunities (6.1 percent) and lack of creativity (8.2 percent).

Interestingly, broadcast students were divided more evenly between news-editorial and advertising as the sequence in which they were least likely to major (41.2 percent and 32.8 percent, respectively). Those who decided against news-ed cited dislike of that work (51 percent), low salaries (8.2 percent), poor advancement opportunities (6.1 percent) and lack of creativity (8.2 percent). Those who decided against advertising blamed their decisions on dislike of that work (59 percent), poor job opportunities (5.1 percent) and poor working conditions (5.1 percent).

Other Reasons for Rejecting a Sequence

Besides naming the primary reason they decided against a particular sequence, students were also given the opportunity to mark all the reasons that played some part in their decision. This information is presented in Table 4. Each cell represents the percentage of students who said a particular sequence was the one in which they were least likely to major who indicated they were influenced at least to some degree by the reason at the left. The total possible score for each cell is 100 percent.

Dislike of the work was mentioned by more than half of the respondents in each of the sequences as one factor they considered in making their decisions. For students who decided against news-editorial, the figure also shows clusters of responses (greater than 10 percent) in low salaries, bad working conditions and lack of creativity.

The positive impression respondents have about the advertising field is reflected in the fact that poor job opportunities was the only other reason that was cited by more than 10 percent as influential in their decision against advertising. Only lack of creativity was cited by more than 10 percent of the students who decided against public relations, while those who decided against broadcast were influenced by their perceptions of poor job opportunities, poor advancement opportunities and lack of creativity.

The perception that careers in advertising would allow them to exercise a great deal of creativity was demonstrated most dramatically when we looked at the sequences respondents actually

chose and what they said was their most important reason for doing so. This is shown in Table 5.

Again, it was "interest in that work" that was most influential for the largest group of students in each of the sequences. Only in advertising did another factor come close. While 42.5 percent of the advertising students said interest in that work was the most important factor in their decision, 39.2 percent said it was the ability to be creative that most influenced them. However, the fact that they believe it allows creativity was the second most frequent response in all the sequences, although no others received anywhere near the advertising total.

Only public relations had any other responses cited by more than 5 percent of the respondents. Public relations students believed they picked a field with good job opportunities and good advancement opportunities.

When the response "interest in that work" was eliminated to make sure it was not influencing the overall results, the relationship between the sequence students chose and their reasons for doing so was again strongly demonstrated ($p=0.000$).

The students appeared much more likely to indicate a number of responses that influenced their decisions on the positive side rather than the negative. Table 6 shows the percentage of students who said each response played some part in their decisions of which sequence to choose. (The total possible score in each cell is 100 percent.)

Interesting patterns emerge when we look at the combination of factors that influence students' decisions. Both interest in that work and ability to exercise creativity were cited as playing a part in their decisions by nearly all students in all sequences. Public relations students apparently believe they have the greatest chance of finding a job after graduation (50.9 percent), while broadcast students think their chances are least attractive (11.3 percent).

Less than 5 percent of the news-editorial students believe they are joining a field with good pay, while more than 20 percent of the students in each of the four other specified sequences indicated good pay had influenced their choice of sequences.

Students believe public relations has the best working conditions and news-editorial the worst, the results show. Broadcast was cited as the most prestigious, with news-ed, advertising and public relations all coming in far behind. The greatest percentage of students who believe they chose a field with good opportunities for advancement was in public relations.

V. CONCLUSIONS

We sought to answer questions that communications or journalism students increasingly were rejecting a news-editorial (print) sequence as they chose their curriculum paths, but did not anticipate just how overwhelming and broad-based that rejection would be. Most respondents to this survey emphatically confirmed that preparation for a career in news-editorial (print)

journalism was the last thing they wanted. This study also documents the trend of increasing numbers of students choosing advertising over news-editorial that has occurred since 1974 and has escalated in the 1980s. Further, we see that those choosing the advertising sequence found news-editorial studies the least inviting. News-editorial majors said advertising appealed to them the least.

But why? What do students think is wrong with news-editorial careers? Why are they shying away from newspapers or other news-editorial fields as a career or choice of study? What do they believe is more attractive about advertising? This study shows that students' perceptions of what news-editorial work offers, its opportunities for creativity (or lack of them), and its reputation for low salaries and unattractive working conditions are influencing their choices away from news-editorial studies and toward other fields, particularly advertising.

The data show a relationship between the rejection of a sequence and the reasons respondents cited for rejecting it. Students in all sequences cited a dislike of that type of work and a lack of opportunity for creativity as primary reasons for rejecting their least likely sequence choice. Low salaries were also cited.

Lacking the real-world experience of a professional internship or job, most sophomore or junior respondents necessarily base their curriculum and career choices on their perceptions of what the fields offer them. Their perceptions about news-editorial salaries, and, to some extent, working

conditions, are based in reality.7 Their hunches about the opportunities for creative expression may be another matter. Sixty-three percent of those choosing advertising rejected news-editorial because of its lack of opportunity for creativity. But a significant proportion of respondents who chose news-editorial cited its opportunities for creative expression as a primary reason for their choice.

In fact, students choosing public relations and broadcast studies also cited the opportunity for creativity as a major reason for choosing those fields, lending support to the notion that students' choices of curricular paths are based on perceptions of what the professional field offers in the absence of other data.

The trend bears watching. We believe that continued rejection of news-editorial curricular and career paths warrants the attention and concern of the print journalism professions and journalism educators alike. Both share a stake in correcting those accurate perceptions about the professions that are turning off students and weakening the pool of future staffs. Both groups should also work toward clarifying those perceptions that are inaccurate or unrealistic.

We intend to continue our research into what journalism and communications students are choosing to study and why. Future surveys will make adjustments in the wording of some questions, however. A preponderance of respondents choosing the answers "I like doing that kind of work" as a primary reason for choosing a

7 Ibid.

sequence of study, and its counterpart, "I don't like doing that kind of work" as a primary reason for rejecting their least likely sequence of study indicate that those answers are too vague and general to be an effective measure. Future questionnaires will attempt to offer more specific reasons as possible answers.

ACKNOWLEDGEMENTS

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Appendix 1.

This is a survey about your career plans. It will take only a few minutes to fill out. Please check the one most appropriate response on each question unless other instructions are given.

(1) 1. What sequence are you now in or do you plan to choose?

[ ] 1. news editorial (print)
[ ] 2. advertising
[ ] 3. public relations
[ ] 4. broadcast journalism
[ ] 5. other (please specify) _____

2. Here is a list of reasons for choosing that sequence. Please check all that apply to you.

(2) [ ] 1. I like doing that kind of work.
(3) [ ] 2. The chances of getting a job are good.
(4) [ ] 3. I was good at writing in high school.
(5) [ ] 4. The pay is good.
(6) [ ] 5. My family has encouraged me.
(7) [ ] 6. Working conditions are good.
(8) [ ] 7. It has a lot of prestige.
(9) [ ] 8. There are good opportunities for advancement.
(10) [ ] 9. It allows me to be creative.
(11) [ ] 10. Other (please specify)_____
(12) [ ] 11. I don't know.

(13) 3. Now circle the number of the response to question 2 that was the single most important reason you chose that sequence.

(14) 4. Who was the individual most influential in your decision? Check only one, please.

[ ] 1. A parent
[ ] 2. A high school teacher
[ ] 3. A college instructor or professor
[ ] 4. A friend about my age
[ ] 5. Someone currently working in the field
[ ] 6. Other (please specify)_____

There are more questions on the back of this page.

(15) 5. Which sequence are you or were you least likely to select for your major?

[ ] 1. news editorial (print)
[ ] 2. advertising
[ ] 3. public relations
[ ] 4. broadcast journalism
[ ] 5. other (please specify)_____

6. Here is a list of reasons for deciding against the sequence in question 5. Please check all that apply to you.

(16) [ ] 1. I don't like doing that kind of work.
(17) [ ] 2. The chances of getting a job are not good.
(18) [ ] 3. The pay is not good.
(19) [ ] 4. Working conditions are poor.
(20) [ ] 5. There are few opportunities for advancement.
(21) [ ] 6. It is not prestigious.
(22) [ ] 7. It doesn't let me use my creativity.
(23) [ ] 8. Other (please specify)_____
(24) [ ] 9. I don't know.

(25) 7. Now circle the number of the response to question 6 that was the single most important reason you decided against that sequence.

(26) 8. What is your current classification?

[ ] Sophomore
[ ] Junior
[ ] Senior
[ ] Graduate student
[ ] Other

(27) 9. What is your current overall grade point average?

[ ] 3.5 to 4.0
[ ] 3.0 to 3.49
[ ] 2.5 to 2.99
[ ] 2.0 to 2.49
[ ] Less than 2.0

(28) 10. What is your gender?

[ ] Male
[ ] Female

(29) 11. What is your race?

[ ] Black
[ ] White
[ ] Other

ADVERTISING AND NEWS-ED STUDENTS AS A

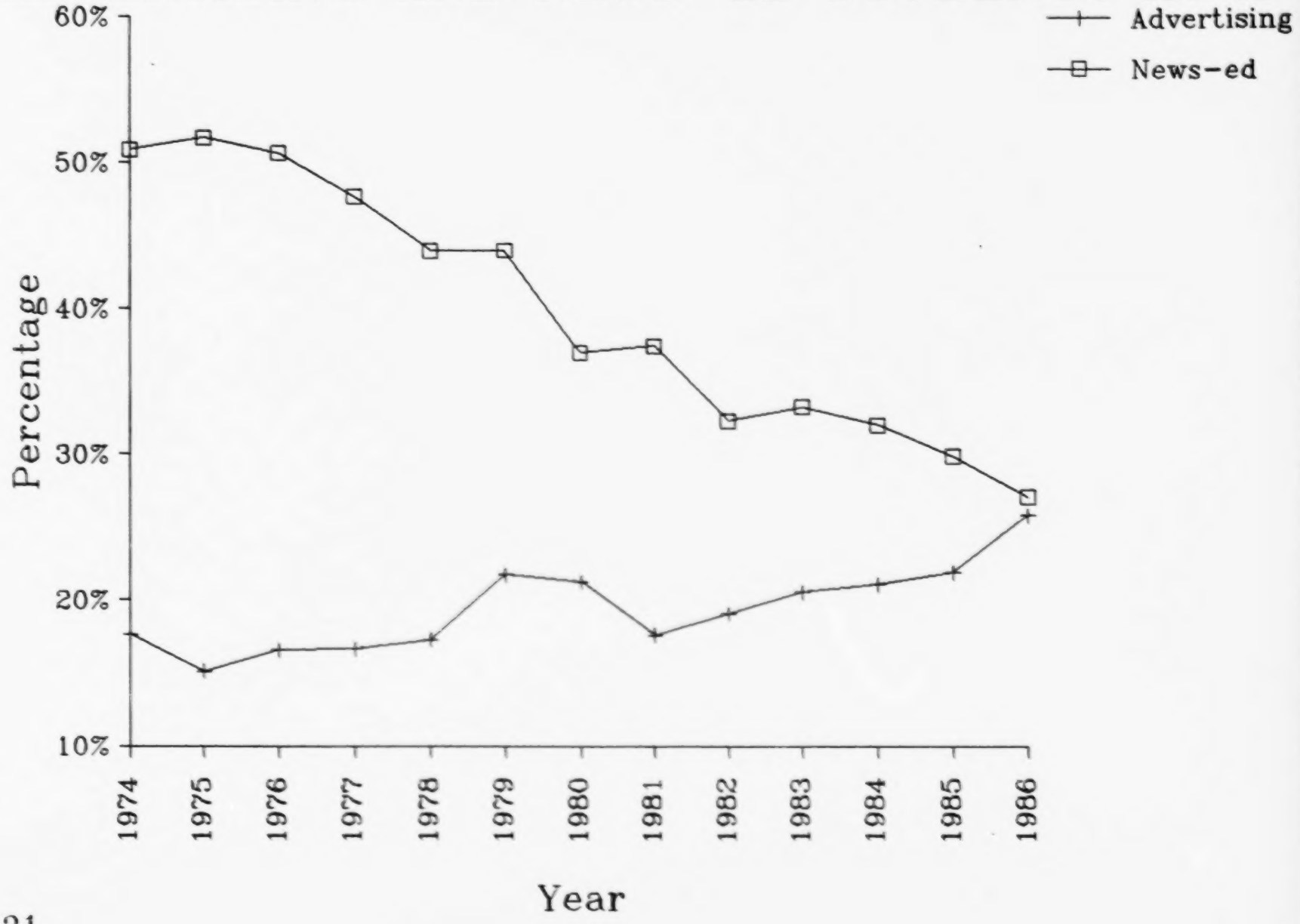

Table 1. Frequencies of responses to respondents' sequence and least likely sequence.

		n=782
Respondent sequence	News-editorial	18.8%
	Advertising	35.5%
	Public relations	14.6%
	Broadcast	15.9%
	Non-journalism broadcast	11.5%
	Other majors	3.7%
		100.0%
		n=768*
Least likely sequence	News-editorial	44.9%
	Advertising	15.4%
	Public relations	16.0%
	Broadcast	21.7%
	Other majors	2.0%
		100.0%

*Number of responses in the two variables varies because some respondents did not answer every question.

Table 2. The sequence respondents were least likely to choose compared with what they actually chose.

	Respondent sequence					
Least Likely Choice	News-ed n=145	Adver. n=274	PR n=113	B'cast n=120	Non-J B'cast n=87	Other n=27
News-ed	4.1%	61.7%	59.3%	40.8%	52.9%	25.9%
Adver.	37.2%		11.5%	33.3%	6.9%	14.8%
PR	30.3%	10.2%		21.7%	21.8%	22.2%
B'cast	27.6%	26.6%	25.7%	.8%	17.2%	33.3%
Other	.7%	1.5%	3.5%	3.3%	1.1%	3.7%
	99.9%*	100.0%	100.0%	99.9%*	99.9%*	99.9%*

X2=282.88; d=20; p=0.0

*Error due to rounding.

Table 3. The sequence respondents were least likely to choose compared with the most important reason for that decision.

	Respondents' least likely sequence				
Reasons	News-ed n=343	Adver. n=117	PR n=119	B'cast n=159	Other n=15
Dislike of that	62.4%	54.7%	55.5%	53.5%	40.0%
Poor job opportunities	2.9%	6.8%	5.0%	11.3%	
Low salaries	7.3%			1.3%	
Poor working conditions	2.0%	3.4%		.6%	
Poor advancement opportunities	2.0%		.8%	2.5%	
Low prestige	.3%	.9%	.8%	.6%	
Lack of creativity	7.9%	.9%	7.6%	6.9%	6.7%
Other	9.6%	23.9%	14.3%	14.5%	33.3%
Don't know	5.5%	9.4%	16.0%	8.8%	20.0%
	99.9%*	100.0%	100.0%	100.0%	100.0%

X2=90.26; df=32; p=0.0000

*Error due to rounding.

Table 4. The sequence respondents were least likely to choose compared with all reasons affecting that decision.

	Respondents' least likely sequence				
Reasons	News-ed n=345	Adver. n=118	PR n=122	B'cast n=167	Other n=15
Dislike of that	77.7%	66.1%	66.4%	69.5%	53.3%
Poor job opportunities	8.7%	12.7%	8.2%	31.7%	13.3%
Low salaries	30.1%		4.9%	6.6%	
Poor working conditions	17.7%	3.4%	2.5%	7.2%	
Poor advancement opportunities	9.3%	5.1%	4.9%	10.2%	20.0%
Low prestige	9.3%	4.2%	9.0%	1.2%	20.0%
Lack of creativity	19.4%	4.2%	18.0%	19.8%	13.3%

NOTE: Responses total more than 100 percent because respondents could make more than one selection.

Table 5. Respondent sequence compared with most important reason for that decision.

Reasons	Respondent sequence: News-ed n=145	Adver. n=273	PR n=112	B'cast n=123	Non-J b'cast n=87	Other n=29
Interest in that work	60.7%	42.5%	61.6%	72.4%	63.2%	62.1%
Good job opportunities	1.4%	2.6%	8.0%	3.3%	4.6%	3.4%
Good writing skills	4.8%	1.1%	1.8%	1.6%		
Good salaries		2.2%	.9%	.8%	1.1%	
Family encouraged		1.1%				
Good working conditions		.4%			1.1%	3.4%
Good advancement opportunities	2.8%	4.0%	5.4%	3.3%	2.3%	
Prestige of job		1.5%		2.4%		
Allows creativity	18.6%	39.2%	17.0%	8.9%	19.5%	13.8%
Other	11.0%	4.4%	5.4%	7.3%	8.0%	13.8%
Don't know	.7%	1.1%				3.4%
	100.0%	100.1%*	100.1%*	100.0%	99.8%*	99.9%*

*Error due to rounding.

$X^2=125.33$; df=50; p=0.0000

Table 6. Respondent sequence compared with all reasons that influenced that decision.

	Respondent sequence					
Reasons	News-ed n=147	Adver. n=278	PR n=114	B'cast n=124	Non-J b'cast n=90	Other n=29
Interest in that work	90.5%	88.1%	91.2%	92.7%	88.9%	82.8%
Good job opportunities	21.1%	23.4%	50.9%	11.3%	23.3%	24.1%
Good salaries	4.8%	36.7%	26.3%	23.4%	37.8%	3.4%
Good working conditions	15.6%	34.5%	41.2%	21.8%	26.7%	27.6%
Good advancement opportunities	31.3%	47.1%	53.5%	41.1%	45.6%	27.6%
Prestige of job	14.3%	17.3%	13.2%	51.6%	28.9%	6.9%
Allows creativity	74.8%	88.5%	68.4%	70.2%	75.6%	69.0%

NOTE: Columns total more than 100 percent because respondents could make more than one choice.